

McLachlan, Donna Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
5 November 2025

Service provided by:
Donna McLachlan

Service provider number:
SP2009973798

Service no:
CS2009196732

About the service

The childminding service is registered to provide a care service for a maximum of 6 children at any one time under the age of 16 years of age. Numbers include the children of the childminder's family/household. There were two children present on the day of inspection.

The service operates from the childminder's home in the Baillieston area of Glasgow. Children had access to a comfortable living room and kitchen. A safe, enclosed rear garden provided opportunities for outdoor play. The service is close to local primary schools, shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on Wednesday 5 November 2025 between the hours of 08:45 and 12:00. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- reviewed feedback from eight families whose children attend the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- Children were nurtured by a childminder who was patient, kind and responsive.
- Children were having fun and using of a variety of resources to meet their interests, age and stage of development.
- The childminder knew the children's individual personalities and needs well.
- The childminder was skilful in extending children's thinking through their questioning and conversation.
- A variety of well-planned outdoor experiences promoted children's imagination and independence.
- Reflective practice enabled the childminder to plan changes that supported positive outcomes for children.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality indicator: Leadership and management of staff and resources

The childminder's vision to have a loving and safe environment was clearly reflected in practice. Children were relaxed and having fun and shown love and kindness. Robust risk assessments informed most aspects of the setting and were reviewed regularly. This supported parents and children to feel confident and at ease. New children had joined the service and the childminder acknowledged it was time to review the vision, values and aims. Plans to involve children and families in this process ensured their voices shaped the service. This supported the delivery of high quality, child centred care.

The childminder's effective self-evaluation led to improvements that enhanced children's experiences. They considered what the service was doing well, and what they needed to do to improve the service. For example, a recent review involved the childminder becoming familiar with Setting the Table Guidance. They had identified training on the guidance to develop their practice. The children had been involved in taste testing recipes, then the choices and menu changes were shared with parents. Parents had requested some recipes as children were enjoying them so much. The impact on children had been that they had all tried new foods and were eating well. This reflective practice enabled them to plan changes that supported positive outcomes for children.

The childminder kept up to date with sector changes and best practice to ensure children's transitions, safety and learning were supported. Recent training in child protection, paediatric first aid, and infection prevention and control, maintained high standards for children's health and wellbeing. Other training included, understanding development, children's rights: participation in practice and child centred planning. This supported them to develop children's play and learning. The childminder had reflected on their learning to identify future training needs. This demonstrated they recognised the importance of continuous improvement to provide high quality care, play and learning. One parent told us "They are an absolutely fantastic childminder who dedicates so much time to learning and training themselves to ensure they are up to date for the children they support."

Policies and procedures were regularly reviewed and reflected current legislation and best practice. These were shared with parents, so they knew what to expect from the service. This contributed to them feeling included and well informed. Overall, the effective policies and procedures were used to ensure children received high-quality care that was safe, consistent, and responsive to their needs and rights.

Children play and learn **5 - Very Good**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality indicator: Playing, learning and developing

Children were able to access a varied range of resources that were developmentally appropriate and supported free choice. They were engaged and experiencing fun in their play. When a child arrived, a balloon encouraged engagement and laughter, supporting their transition to the setting. This helped children to feel secure, and ready to engage in play and learning.

The childminder promoted children's language, literacy and numeracy development through conversations and play. They were skilful in extending children's thinking through their questioning and conversation. They played alongside the children and engaged sensitively, when needed, to extend learning. The childminder counted out loud and asked 'what if' questions to encourage children to think for themselves, solve problems and gain excitement for learning. The inclusion of high quality toys and materials further enhanced children's language, communication and understanding of mathematical concepts. These included story books, songs, shape sorters and wooden curtain rings. This supported children's learning and development.

Opportunities for outdoor play enriched children's experiences. Curiosity, creativity and problem solving were supported in the garden with a mud kitchen, tyres, painting and sand. Regular visits to the local parks, after school, offered children the freedom to make choices and supported risky and imaginative play. Parents agreed, they told us children enjoyed "Walking home from school, collecting sticks, going to the park, building dens (big ones!), playing in the garden with and without toys, and doing the annual Autumn leaf throw photos." And "Outdoor play is the big one, plus indoor play and craft activities. And also crucially time to relax and decompress after a busy day at school." This contributed to children having opportunities to be imaginative and lead a healthy lifestyle.

The childminder had a very good understanding of child development and how to support children's progress. Effective observations of children's play was used to plan stimulating activities and resources for both younger and older children. For example, children had made autumn fairies from natural materials found in the wood. Older children learned how to use a glue gun to extend their experience. The childminder kept families informed of progress through daily conversations and secure social media platforms. They recognised and celebrated children's successes and achievements. This helped children to develop confidence and lead their play in a stimulating and creative environment.

The childminder accessed resources within the local community. They visited several local parks and the library. Children had made gifts for the local care home and had enjoyed a treasure hunt arranged by the residents when they visited. Older children were planning craft activities to share gifts at Christmas. This enabled children to make social connections and feel included within their community.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality indicator: Nurturing care and support

We observed warm, caring and nurturing interactions between the childminder and the children. They were patient, kind and responsive, providing cuddles, praise and encouragement to meet children's needs. As a result, children were settled, confident and relaxed. This meant children felt loved and secure.

Children were cared for by a childminder who knew their individual personalities and needs well. Personal plans included important details such as what they enjoyed and needed to ensure their health, wellbeing and safety needs were met. Parents contributed to the plans and shared regular feedback. Older children completed their own all about me forms, detailing what they liked to play with, their favourite stories and games. The childminder noted learning and development and recorded next steps. Photographs captured some of these observations, and comments logged the involvement of the children. This supported children's development and wellbeing.

Snack time was relaxed and unhurried. Children sat at a table with the childminder, making it a sociable experience. The childminder chatted while preparing a nutritious snack, and encouraged children to chop a banana, and serve themselves. This supported children's independence and self-help skills. Children's water bottles were within reach to keep children hydrated. Overall this meant children experienced positive snack times that supported their wellbeing and life skills.

The childminder recognised the importance of rest and sleep for children's overall wellbeing and followed routines from home. The childminder was attuned to children's needs and responded intuitively to their cues. Children slept in a safe and comfortable space in a quiet area of the living room. Regular safe sleep checks ensured children's safety. This meant children's needs were met and they were kept safe whilst sleeping.

The childminder had a very good understanding of their role and responsibilities in safeguarding and protecting children. They had completed child protection training and were confident in appropriate action to take if concerns for the welfare or wellbeing of children should arise. This meant that children's safety and wellbeing was well supported.

The childminder had built strong relationships with the families, with many using the service over several years for all siblings. Families were confident the care the childminder provided contributed positively to children's wellbeing. They told us "[the childminder's] communication is absolutely next level. They ensure my child's likes/dislikes, hobbies and family life are well documented and updated when needed. Their home is welcoming, friendly and filled with educational toys that attract my child's attention. I confidently put my child into their care knowing they will thrive." And "We receive daily communication on how our child has been during the day. And we are thrilled with the service they provide."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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